

645—31.6(154D) Educational qualifications for mental health counselors. The applicant must present proof of meeting the following educational requirements for a mental health counselor:

31.6(1) Applicants must present with the application an official transcript verifying completion of a master's degree of 45 semester hours (or 60 quarter hours) or a doctoral degree in counseling with emphasis in mental health counseling from a mental health counseling program accredited by the Council on Accreditation of Counseling and Related Educational Programs from a college or university accredited by an agency recognized by the United States Department of Education or the Council on Postsecondary Accreditation; or

31.6(2) Applicants must present with the application an official transcript verifying completion of a master's degree or a doctoral degree from a college or university accredited by an agency recognized by the United States Department of Education or the Council on Postsecondary Accreditation which is content-equivalent to a master's degree in counseling with emphasis in mental health counseling. The degree will be considered as "content-equivalent" if it includes 45 semester hours (or 60 quarter hours) and successful completion of graduate-level coursework in each of the following areas:

- a. Counseling theories;
- b. Supervised counseling practicum;
- c. Human growth and development. Studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following:
 - (1) Theories of human development across the life span;
 - (2) Major theories of personality development;
 - (3) Human behavior, including an understanding of developmental crises, disability, psychopathology, and cultural factors as they affect both normal and abnormal behavior;
- d. Social and cultural foundations. Studies that provide an understanding of issues and trends in a multicultural and diverse society. Studies in this area include, but are not limited to, the following:
 - (1) Multicultural and pluralistic trends, including characteristics and concerns of diverse groups;
 - (2) Attitudes and behavior based on factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender, socioeconomic status, and intellectual ability; and
 - (3) Individual and group interventions with diverse populations;
- e. Helping relationships. Studies that provide an understanding of counseling and consultation processes. Studies in this area include, but are not limited to, the following:
 - (1) Helping skills, and counseling and consultation theories, including coverage of relevant research and factors considered in applications;
 - (2) Counselor or consultant characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; and
 - (3) Client or consultee characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, life circumstances, and developmental levels;
- f. Groups. Studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills. Studies in this area include, but are not limited to, the following:
 - (1) Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors;
 - (2) Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - (3) Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and
 - (4) Group counseling methods, including group counselor orientations and behaviors, ethical considerations, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

g. Career and lifestyle development. Studies that provide an understanding of career development and the interrelationships among work, family, and other life factors. Studies in this area include, but are not limited to, the following:

- (1) Career development theories and decision-making models;
- (2) Career, avocational, educational and labor market sources, print media, computer-assisted career guidance, and computer-based career information;
- (3) Career development program planning;
- (4) Interrelationships among work, family, and other life factors such as multicultural and gender issues, as related to career development;
- (5) Career and educational placement, follow-up and evaluation; and
- (6) Assessment instruments relevant to career planning and decision making;

h. Diagnosis and assessment treatment procedures studies that provide an understanding of individual and group approaches to assessment and evaluation. Studies in this area include, but are not limited to, the following:

- (1) Theoretical and historical bases for assessment techniques and methods of interpretation of appraisal data and information;
- (2) Types of educational and psychological appraisal as appropriate to the helping process;
- (3) Validity, including evidence for establishing content, construct, and empirical validity;
- (4) Reliability, including methods of establishing stability and internal and equivalence reliability;
- (5) Major appraisal methods, including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- (6) Psychometric statistics, including types of test scores, measures of central tendency, indices of variability, standard errors and correlations; and
- (7) Gender, ethnicity, language, disability, and cultural factors related to the assessment and evaluation of individuals and groups;

i. Research and program evaluation studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Studies in this area include, but are not limited to, the following:

- (1) Basic types of research methods, including qualitative, quantitative-descriptive, and quantitative-descriptive-experimental designs;
- (2) Basic statistics, including both univariate and bivariate hypothesis testing;
- (3) Uses of computers for data management and analyses; and
- (4) Ethical and legal considerations in research;

j. Professional orientation studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. Studies in this area include, but are not limited to, the following:

- (1) History of the helping professions, including significant factors and events;
- (2) Professional roles and functions, including similarities with and differences from other types of professionals;
- (3) Professional organizations (i.e., ACA, its divisions, and its branches), including membership benefits, activities, services to members, and current emphases;
- (4) Ethical standards of the ACA and their evolution, legal issues, and applications to various professional activities (e.g., appraisal and group work);
- (5) Professional preparation standards, their evolution, and current applications; and
- (6) Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

k. Supervised counseling internship that provides an opportunity for the trainee to perform under supervision a variety of activities that a regularly employed staff member in a setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the trainee is aspiring. The internship follows a supervised practicum experience. A three-semester-hour internship includes the following:

(1) A minimum of 120 hours of direct service with clientele appropriate to the program of study;

(2) A minimum of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;

(3) A minimum of one and one-half hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;

l. Psychopathology studies that provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction. Studies in this area include, but are not limited to, the following:

(1) Study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors;

(2) Role of genetic, physiological, cognitive, environmental and interpersonal factors, and their interactions, on development of the form, severity, course and persistence of the various types of disorders and dysfunction;

(3) Research methods and findings pertinent to the description, classification, diagnosis, origin, and course of disorders and dysfunction;

(4) Theoretical perspectives relevant to the origin, development, and course and outcome for the forms of behavior disorders and dysfunction; and

(5) Methods of intervention or prevention used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation.

If the applicant has taught a graduate-level course as outlined above at a college or university accredited by an agency recognized by the United States Department of Education or the Council on Professional Accreditation, that course may be credited toward the course requirement.

31.6(3) All courses must be at least three graduate semester credit hours. One semester hour shall equal 15 clock hours of course time. A course may not be used more than once to fulfill more than one content area.

31.6(4) Foreign-trained marital and family therapists or mental health counselors shall:

a. Provide an equivalency evaluation of their educational credentials by the following: International Educational Research Foundations, Inc., Credentials Evaluation Service, P.O. Box 3665, Culver City, CA 90231-3665, telephone (310)258-9451, Web site www.ierf.org or E-mail at info@ierf.org. The professional curriculum must be equivalent to that stated in these rules. A candidate shall bear the expense of the curriculum evaluation.

b. Provide a notarized copy of the certificate or diploma awarded to the applicant from a mental health counselor program in the country in which the applicant was educated.

c. Receive a final determination from the board regarding the application for licensure.